

# State of Michigan

## Title IV, Part A, Section 4114 Governor's Discretionary Grant Funds

### EVALUATION REPORT: 2001-2002

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#### EVALUATION REPORT: 2001-2002

##### **I. Executive Summary**

This report is provided to comply with the requirements in Section 4117 of the Safe and Drug-Free Schools and Communities Act (SDFSCA) in which the Secretary of Education collects information concerning the implementation of the SDFSCA State Grant Program.

Between July, 2001 and June, 2002, there were 76 awards made by Michigan for prevention activities under Title IV, Section 4114 (Governor's Discretionary Grant [GDG] program), which provided service to 35,917 people, most of whom were school-age youth attending public or private schools. The range of services and activities funded under GDG varied widely, but at least 50% of the awards included violence or drug prevention instruction, parent education/involvement, program evaluation, dissemination of information and media activities, or other services for youth in school (e.g., support groups, help lines).

Review of the Governor's goals under SDFSCA showed significant progress made in each goal. Accomplishments include the following:

- Over 75% of grantees utilizing evidence-based programs during the 2001-2002 reporting period;
- Results from the YRBS show that Michigan youth are taking fewer risks, as significantly fewer teens are smoking, drinking, carrying weapons, initiating sex at an early age, and getting pregnant. Other positive trends include improved seatbelt and bike helmet use. No trends in the reverse direction were observed.
- The 2001 YRBS survey results also indicate significant changes in behaviors in Michigan, with fewer teens engaging in risk behaviors;
- ODCP has developed and nurtured a philosophy of collaboration and coordination as it seeks to increase operational efficiency in an atmosphere of accountability and limited financial resources;
- ODCP has made concerted efforts to increase participation and build capacity among grantees by providing informational meetings, workshops and technical assistance. In addition, the Section GDG grants specialist has shown genuine concern for the challenges faced by grantees, which has promoted trust and regular communication and dialogue between ODCP and the local communities;
- Promoting the utility of evaluation beyond that of accountability has helped ODCP to make evaluation meaningful to grantees and reduce their negative perceptions and fears of evaluation. As a result, 90% of grantees in 2001-2002 successfully developed outcome goals/objectives and utilized evaluations with pre/post outcome measures;
- Michigan Department of Community Health conducted a Community Prevention Systems Assessment (COMPSA) Survey, which will be used by ODCP to focus training and technical assistance efforts.

Several exemplary programs were identified by ODCP, including the Chaldean-American Ladies of Charity (Southfield, MI), the West Midland Family Center (Shepard, MI), and the Muskegon Youth Development (Muskegon, MI).

## II. Office of Drug Control Policy

The director of the Office of Drug Control Policy (ODCP), an office within the Michigan Department of Community Health, is appointed by the governor and serves as director of ODCP, is the entity responsible for implementing funding portions of Title IV, 21<sup>st</sup> Century Schools, Part A, the Safe and Drug-Free Schools and Communities Act contained in the federal *No Child Left Behind Act of 2001*. This includes the: State Grants program and the Governor's Discretionary Grants program.

ODCP is also responsible for administering several substance abuse education, prevention and treatment programs, and coordinates the state's anti-drug education initiatives, and works with local law enforcement authorities and educators to provide school resource materials and prevention strategies. This insures that funds are well coordinated and used effectively. ODCP believes it is important that our schools and communities implement Title IV programs and activities that truly benefit students and youth not ordinarily served by schools.

The reauthorization of Title IV, 21<sup>st</sup> Century Schools, Part A, *Safe and Drug-Free Schools Act* (SDFSCA), emphasizes the utilization of scientifically-based research programs and activities that have proven effective over time. There are numerous prevention programs available, and ODCP, following the direction of the clear intent of the statutory language, intends to assist schools and community-based organizations in selecting appropriate, scientifically-based violence or drug prevention programs. The entire funding process is demanding, but the emphasis on scientifically-based research in identifying needs, in establishing measurable goal and objectives, and in employing reliable evaluations, is the important distinction between a program that works and one that does not.

## **II. Summary of SDFSCA awards, service recipients and program service/activities**

The goals of the Governor's Discretionary Grant Program are to reduce and eliminate drug use and violence by Michigan youth; strengthen programs that prevent violence, use of drugs, and reinforce the family's role in prevention; involve parents, community groups, and schools in the prevention programs; and support drug and violence prevention projects that convey a clear and consistent message that acts of violence and use of drugs are wrong and harmful.

Grants are awarded to nonprofit community organizations, parent groups, anti-drug coalitions, juvenile and probate courts, local educational agencies, and other public and private nonprofit entities with nonprofit status. The priority target population for prevention programs and activities are to serve: 1) individuals who are not normally served by state and local educational agencies; and 2) populations that need special services of additional resources (such as youth in juvenile detention facilities, runaway or homeless children and youth, pregnant and parenting teenagers, and school dropouts).

Between July, 2001 and June, 2002, there were 76 awards made by Michigan for prevention activities under Title IV, Section 4114 (Governor's Discretionary Grant [GDG] program). Most awards were between \$25,000 and \$49,999 (38%), or at least \$50,000 (38%). The funding duration for most (67%) was 12-18 months; the remaining awards were less than nine months (because they were summer-only programs).

A total of 35,917 people received services under GDG, most (75.9%) of whom were school-age youth attending public or private schools. Exhibits 1 and 2 (below) are summaries of service recipients by group and by age group:

### EXHIBIT 1: Number of Service Recipients by Group

Group	Number of Service recipients	Percent of Service recipients
School-age youth attending public or private schools	27,271	75.9
School-aged youth, not in school (e.g., dropouts, incarcerated)	521	1.5
Parents or guardians	2,729	7.6
Law enforcement officials (including district attorneys)	933	2.6
Teachers and other school personnel	3,780	10.5
Other community members (including those less than 5 yrs old)	683	1.9
Unknown	0	0
<b>Total</b>	<b>35,917</b>	<b>100</b>

### EXHIBIT 2: Number of Service Recipients by Age Group

Age group	Number of Service recipients	Percent of Service recipients
Less than 5 years old	100	.3
5 to 9 years old	2,908	8.6
10 to 12 years old	7,884	23.3
13 to 15 years old	9,971	29.5
16 to 18 years old	7,002	20.7
19 years old or older	5,917	17.5
Unknown	0	0
<b>Total</b>	<b>33,778</b>	<b>100</b>

The range of services and activities funded under GDG varied widely, as shown in the following exhibit. At least 50% of the awards included one or more of the following services/activities: (a) violence prevention instruction, (b) drug prevention instruction, (c) parent education/involvement, (d) program evaluation, (e) dissemination of information and media activities, or (f) services for youth in school (e.g., support groups, help lines).

### EXHIBIT 3: Number of Awards by Type of Service/Activity

Type of service/activity	Number of Awards	Percent of total awards (Total awards =76)
Violence prevention instruction	46	60.5
Drug prevention instruction	44	57.9
Parent education/involvement	42	55.3
Program evaluation	41	53.9
Dissemination of information and media activities	39	51.3
Services for youth in school	38	50.0
Conflict resolution/peer mediation	37	48.7
Program coordination with law enforcement or other community and state agencies or organizations	36	47.4
Activities to prevent violence related to prejudice and intolerance or the study of intolerance in history	34	44.7
Youth/student support services (e.g., assistance programs, counseling, mentoring, identification and referral)	34	44.7
Community service projects	31	40.7
Comprehensive services/programs	27	35.5
Services for out-of-school youth (school-age)	27	35.5
After-school or before-school programs	26	34.2
Special, one-time events	26	34.2
Training for parents, teachers, law enforcement officials, and other community members	23	30.2
Curriculum acquisition or development	19	25.0
Surveys of drug and violence prevalence and safety	18	23.7
Anti-gang activities	17	22.4
Alternative education programs	13	17.1
Activities to protect students traveling to and from school	13	17.1
Other	10	13.1
Security personnel and equipment	8	10.5

### **III. Governor's measurable goals and performance report under SDFSCA**

**GOAL 1.** To continue supporting programs that meet the seventh national education goal by preventing violence in and around schools, and strengthening programs that prevent the illegal use of alcohol tobacco and drugs, involving parents in coordination with related federal, state, and community efforts and resources.

#### **PERFORMANCE REPORT**

The primary role of ODCP to support this goal is to encourage and support the use of evidence-based programming among grantees. To that end ODCP has:

- conducted regular workshops and meetings on selected evidenced-based programs such as Project Alert and Second Step (see Attachment E for complete list of training and technical assistance activities during this report period);
- purchased evidence-based programs and related materials for attendees of meetings/workshops on selected programs;
- developed application materials that emphasize the importance of using evidenced-based programs;
- conducted stringent reviews of all grant applications using a peer review process, and provided follow-up consultation as needed regarding awareness/education about evidence-based programs; and
- funded programs that utilize best practices and evidence-based programs.

***These efforts have resulted in over 75% of grantees utilizing evidence-based programs during the 2001-2002 reporting period*** (see Attachment A: Governor's Discretionary Grant Final Report Evaluations).

**GOAL 2.** Michigan will conduct a statewide student drug and violence survey that will form a core measure to determine impact of the SDFSCA program.

#### **PERFORMANCE REPORT**

For the past six years, the Michigan Department of Education conducted bi-annual student surveys using the Center for Disease Control's Youth Risk Behavior Survey. The 2001 results for Michigan are extremely positive (see attached YRBS Fact sheet). With the help of ODCP, Michigan is one of only a handful of states with sufficient response rates on three consecutive YRBS survey administrations (1997, 1999 and 2001) to have scientific trend data.

***Results from the YRBS show that Michigan youth are taking fewer risks, as significantly fewer teens are smoking, drinking, carrying weapons, initiating sex at an early age, and getting pregnant. Other positive trends include improved seatbelt and bike helmet use. No trends in the reverse direction were observed.***



*The 2001 survey results also indicate significant changes in behaviors in Michigan, with fewer teens engaging in risk behaviors (see Exhibit 4).*

**EXHIBIT 4: Results of the 2001, 1999, and 1997 Youth Risk Behavior Survey:  
Significant Changes in Behaviors in Michigan**

Percentage of Michigan High School Students Who...	2001	1999	1997
Rarely or never wore a bicycle helmet in the previous year	89	NS	95
Rarely or never wore a seat belt as a passenger in the previous year	8	14	19
Carried a weapon in the previous month	13	NS	19
Carried a gun in the previous month	5	NS	7
Carried a weapon on school property in the previous month	5	8	8
Considered attempting suicide in the previous year	18	NS	24
Planned suicide in the previous year	15	NS	19
Ever tried cigarettes	64	72	75
Smoked cigarettes in the previous month	26	34	38
Smoked cigarettes on school property in the previous month	9	13	17
Smoked cigarettes frequently (on 20 of the past 30 days)	13	NS	20
Smoked 2+ cigarettes on days they smoked in the previous months	18	NS	27
Smoked 10+ cigarettes on days they smoked in the previous months	6	NS	3
Smoked cigarettes on school property	17	NS	9
Smoked cigars in the previous month	15	20	N/A
Any tobacco use in the previous month	30	39	N/A
Drank alcohol prior to age 13	27	NS	35
Used marijuana on school property in the previous month	6	NS	9
Ever used inhalants	13	NS	22
Had sexual intercourse prior to age 13	5	NS	8
Had sexual intercourse with 4 or more people in their lifetime	11	NS	16
Used alcohol or drugs before last intercourse (among those who have had intercourse in the past three months)	24	NS	33
Ever had been pregnant or gotten someone pregnant	3	NS	6
Exercised to control weight in the previous month	61	NS	56

In addition to the YRBS survey, The Michigan Department of Community Health (MDCH) conducted a survey of Michigan's high school and middle school students enrolled in grades 6, 8, 10, and 12 (see Attachment attached for report, *The Michigan Substance Abuse Risk and Protective factors 2000/2001 Survey: Public School Results*). This survey included core indicators of violence and drug use as well as protective factors that serve to buffer the negative effects of risk factors. The 2000/2001 survey serves as a baseline for subsequent surveys conducted bi-annually.

Local evaluations also are used to assess the impact of drug and violence programs funded under GDG. Process and outcome indicators and related results for 2001-2002 grantees are provided in Attachment A. Overall, results show improvements in anti-drug and anti-violence attitudes as well as decreases in drug use and violent behaviors for most

of the funded programs.

### GOAL 3. To encourage state, regional, and local interagency and community coordination and collaboration.

#### PERFORMANCE REPORT

Interagency and community coordination and collaboration have been hallmarks of ODCP before and during the past reporting period, and will continue to flourish under the leadership of the new Director, Ms. Yvonne Blackmond. ***ODCP has developed and nurtured a philosophy of collaboration and coordination as it seeks to increase operational efficiency in an atmosphere of accountability and limited financial resources.***

During the 2001-2002 reporting period, ODCP Education Section has been involved with the following:

- Governor's Education Goals Panel
- Michigan Association of Nonpublic Schools
- Michigan Safe Schools Task Force
- Michigan Department of Education workgroups
- Comprehensive School Health Association State Steering Committee and Comprehensive School Health Coordinators' Association
- Michigan State Police
- Partnership for a Drug-Free Michigan
- Safe School Initiative Workgroup - Michigan State University, School of Criminal Justice
- Michigan Assets Strategy Team
- Michigan Prevention Network
- Archdiocese of Detroit
- Prevention Coalition of Southeast Michigan
- Michigan Domestic Violence Prevention and Treatment Board
- Michigan Association of Drug Court Professionals
- Michigan Substance Abuse Coordinators Association
- DARE Advisory Board of Michigan
- Youth Risk Behavior Survey Project – Michigan Department of Education and Michigan Department of Community Health
- Center for Educational Performance and Information
- Michigan State University, College of Education

ODCP also has established a state-level steering committee for Title IV, Safe and Drug-Free Schools and Communities Act projects, comprised of local educational agencies, intermediate school districts, nonpublic schools, parents and universities.

**GOAL 4. To implement an evaluation design to determine whether the goals and objectives have been accomplished according to plan.**

With assistance from external consultants since 1996, ODCP has worked toward the development of feasible, cost-effective evaluation systems and procedures that promote regular monitoring of its goals toward drug and violence prevention.

State-level evaluation activities conducted during the 2001-2002 reporting period included the development of a measurement plan for each of the Governor's goals under SDFSCA. The measurement plan involves (a) the use of a statewide survey to monitor progress in reducing violence and illegal drug use among Michigan youth, and (b) the development and statewide dissemination of measures for use in local evaluations in order to more clearly link SDFSCA program efforts to youth outcomes (see Goal 6 for more information).

Near the end of this reporting period, ODCP began work on the creation of an evaluation toolkit for SDFSCA grantees, as a method to further create common evaluation language and measures among grantees as well as serve to enhance ODCP's efforts to demonstrate that prevention works in Michigan. Consistent with the philosophy of collaboration at ODCP, the toolkit was co-authored by the Manager of the Education Section of ODCP, the Director of the Michigan Institute for Safe Schools and Communities at Michigan State University, and an independent evaluation consultant, with feedback provided by several Title IV grantees.

Future efforts to refine and implement the state-level evaluation plan will be a key priority of Director Blackmond, who has included accountability/evaluation as one of her three mandates for ODCP. To this end, Director Blackmond has convened an Accountability/Evaluation work group of evaluation experts and researchers whose charge is to refine evaluation systems for each section of ODCP (education, prevention, and law enforcement) as well as create uniform evaluation practices across sections where applicable.

**GOAL 5. The ODCP expects to increase the level of nonpublic school participation by providing information on the potential benefits of participation in the form of technical assistance, communication to local educational agencies and consortia, public communications, and meetings and communications between the nonpublic school associations, organizations and other entities representing the needs of nonpublic school students, and the ODCP.**

**PERFORMANCE REPORT**

Efforts to increase nonpublic school participation have included the use of GDG to fund local human service agencies and community-based organizations which serve both public and nonpublic school students and their families. ***Because many of local***

*organizations/agencies are challenged by limited resources and expertise, ODCP has made concerted efforts to increase participation and build capacity among grantees by providing informational meetings, workshops and technical assistance. In addition, the Section GDG grants specialist has shown genuine concern for the challenges faced by grantees, which has promoted trust and regular communication and dialogue between ODCP and the local communities.*

In addition to human service agencies/organizations, the number of nonpublic schools which participate in Title IV increases yearly, which is due in part to coordination and collaboration between ODCP and various nonpublic school associations and the state-level Catholic Archdioceses. Leaders of the Michigan Association of Nonpublic Schools and Catholic Archdioceses also participate as members of the statewide Title IV, SDFSCA steering committee.

**GOAL 6. To increase the level of compliance among local school districts regarding the public reporting of needs assessment, goals and objectives, and progress.**

#### PERFORMANCE REPORT

Since the establishment of the Title IV Principles of Effectiveness in 1998, ODCP has greatly enhanced its focus on compliance, especially regarding evaluation. Although accountability is a primary catalyst for improving the evaluation compliance of grantees, evaluation also has been promoted by ODCP as a means by which grantees can improve programming, enhance decision-making, provide information to stakeholders and to the prevention field, secure additional resources for program, and demonstrate that prevention works in Michigan schools and communities. ***Promoting the utility of evaluation beyond that of accountability has helped ODCP to make evaluation meaningful to grantees and reduce their negative perceptions and fears of evaluation.***

During the 2001-2002 reporting period, state efforts toward evaluation were directed at building grantees' capacity in two ways: (a) develop measurable outcome goals/objectives and (b) demonstrate the effectiveness of programs through evaluation designs which include objective outcome data collected systematically using valid and reliable measures. These areas were chosen for improvement based upon evaluations of ODCP by two independent evaluators (Michigan Public Health Institute and HealthCare Data, Inc.). In addition, ODCP has been concerned that many grantees' use of the Principles of Effectiveness is fragmented (e.g., goal statement is not linked to need, program and/or evaluation) and/or superficial (e.g., measurable goals are written but not being carried out or are changed afterward without approval from ODCP).

In an effort to provide additional guidance to grantees on these issues, ODCP developed online application materials (using the Michigan Education Grants System) including links, which outline and guide applicants through the requirements for each Principle. As a supplement to the online application, ODCP provided training and technical assistance workshops on the development of outcome goals/objectives (and logic models) and the use of evaluation, using the Principles of Effectiveness as the framework. In addition,

ODCP made available (via trainings and web) pre-and-post test self-report surveys (designed by Dr. Harry Perlstadt at Michigan State University) of attitudes and behaviors related to drugs and violence for use with elementary-, middle- and high-school-age youth.

*As a result of these efforts, 90% of grantees in 2001-2002 successfully developed outcome goals/objectives and utilized evaluations with pre/post outcome measures* (see Attachment A: Governor's Discretionary Grant Final Report Evaluations).

GOAL 7. To provide technical assistance to local educational agencies regarding their drug and violence prevention program in accordance with Section 4116 of the SDFSCA.

#### PERFORMANCE REPORT

Technical assistance is viewed by ODCP as the primary means by which grantees acquire knowledge and skills on issues related to drug and violence prevention programs.

*ODCP provides quarterly training and technical assistance as well as quarterly meetings that are open to all Section 4114 grantees* when the topic is not solely school-related. In addition, specific workshops are held each year for the Section 4114 grantees at the beginning of their grant year.

A list of training and technical assistance meeting dates is provided in Attachment E.

To determine the status and needs of Section 4114 service providers, *the Michigan Department of Community Health conducted a Community Prevention Systems Assessment (COMPSA) Survey, which will be used by ODCP to focus technical assistance efforts.* The survey was part of Michigan's State Demand and Needs Assessment Studies: Alcohol and Other Drugs. Seven domains were measured: substance abuse objectives addressed and activities/services provided, populations served, location of prevention service delivery, prevention staff and budget resources, data uses, collaboration among providers, and perceived barriers to effective prevention service delivery.

#### **IV. Brief description of exemplary programs**

Among a host of exemplary programs, three have been highlighted below to demonstrate that prevention works in Michigan!

## **Chaldean-American Ladies of Charity Southfield, Michigan**

**Summer 2002**  
(6/1/02- 9/30/02)

**Summary:** Chaldean-American Ladies of Charity received \$46,660 to provide the Strengthening Our Chaldean Families Program, a family-based prevention program targeting families in the Oak Park and Detroit communities. 66 children, ages 12-17, and 38 parents received services. The project is patterned after the Strengthening Families Program, an exemplary and proven program. The program was structured to include parents, youth, and family sessions where parents and their children, separately and then together, learn techniques to resolve conflicts and discuss issues to increase academic achievement and other life skills.

**Outcome Indicators** (Attitude and Behavior Measures):

- 57% decrease of fighting
- 58% decrease of bullying
- 63% decrease in angry behavior
- 61% increase in caring and cooperative behavior

**Process Indicators** (Accomplishments towards goals or as a result of activities):

- Strengthening Our Chaldean Families Program

**Success Stories:**

- At the conclusion of the program youth reported that their parents now take time to listen and talk to them, instead of yelling and screaming at them.
- During youth sessions, many of the children expressed that they had been approached on numerous occasions to use or sell drugs. The youth stated that they have been using the techniques they learned during the program to “say no” to these peers.
- The youth were receptive to the program and indicated it gave them a chance to have their voices heard without fearing repercussions from expressing their feelings.

**Challenges:**

- Upon arrival in the U.S., the Chaldeans face insurmountable conflict with the language, lack of education, lack of financial resources, and complete lack of understanding of the American culture.
- There was a language barrier between the program facilitators and the Chaldean parents. To resolve this problem, the Chaldean American Ladies of American hired two fluent speaking Chaldean facilitators.
- It was difficult to establish trust with the Chaldean families because the Chaldean culture is a proud culture and very discreet when it comes to disclosing family issues. However, by the third session the families felt more comfortable and started sharing their family issues with the group.

**West Midland Family Center  
Shepherd, Michigan**

**FY 2001-02 Full Year Grant  
(10/1/01- 9/30/02)**

**Summary:** West Midland Family Center received \$88,247 for the "Skool's Out" after school and summer program. The after school program provided an educational program to 400 youth, in grades 2-8 and their parents, four days a week using the research-based Life Skills Training program and the Second Step Violence Prevention Curriculum. Other components of the program included drug and violence prevention, conflict resolution skills, tutoring and academic support in reading, writing, math, science, and computers, community service projects, and the arts program.

**Outcome Indicators** (Attitude and Behavior Measures):

- 17% increase in attitudes towards not using ATOD
- 41% change in negative behavior in favor of using acceptable behavior rather than violent behavior

**Process Indicators** (Accomplishments towards goals or as a result of activities):

- Second Step Violence Curriculum
- Life Skills Training Program

**Success Stories:**

- When 9-year-old Emily did not attend the program, the staff considered it a 'happy' day due to her foul language. The staff discussed this problem with the father who didn't take it too seriously. However, he began attending the Parent Nights and soon afterwards informed the staff that he used foul language when he disciplined the kids and he now understood the problem the staff encountered. Emily continues to attend the program, no longer uses foul language, and the staff considers it a 'sad' day when she doesn't come because she has improved in so many ways.
- One day Rick's father came to the Center to drive him home, but he was intoxicated. The Center called the police, who placed him in jail. Rick continued to come to the Center, but was very angry and upset with the Center. He always tried to get out of attending the prevention programs and was always swearing at the staff. After a few weeks he told the staff that he thought the staff was talking about his parents that's why he didn't want to go but he now understood why the staff called the police. A few weeks later, he apologized to the staff for his behavior. The father is now attending Alcoholics Anonymous and Rick continues to attend the program.
- Doug, 10-years old, had been suspended from school several times and kicked out of a childcare at the age of 5. Raymond is 11-years old, comes from an alcoholic family, and is in and out of foster care. One day Doug says to Raymond, "you really sound like a girl". The staff immediately stepped in to use the Second Step skills and within seconds, the two boys were dialoging and discussing why he said that, how that made him feel, how other people are hurt by our words. Staff was amazed that the two were able to discuss this issue as a result of the Second Step curriculum. The boys continue to attend the Center and continue to interact with others.



## **Muskegon Youth Development Muskegon, Michigan**

**Summer 2002**  
(6/1/02- 9/30/02)

**Summary:** Muskegon Youth Development Program in collaboration with Reeths-Puffer Schools received \$30,000 for an eight-week summer program. The substance abuse, vocational, and educational prevention program served 18 emotionally impaired juvenile offenders, ages 10-18, and their parents. The adjudicated youth participated in the Life Skills program and participated in a structured work experience, received academic tutoring, and received drug and violence prevention programming.

**Outcome Indicators** (Attitude and Behavior Measures):

- 28% decrease in counter productive attitudes towards ATOD
- 80% reduction in negative attitudes towards the use of ATOD

**Process Indicators** (Accomplishments towards goals or as a result of activities):

- Life Skills Training Program

**Interesting Facts:**

- The eighteen individuals who participated in the summer program were responsible for 102 crimes prior to their involvement in the program, which included assault and battery, home invasion, weapons possession, drug possession and use, assault, criminal sexual misconduct, larceny, malicious destruction of property, motor vehicle theft, resisting arrest, and selling narcotics. Five of the program participants did re-offend during the summer program, with 4 misdemeanors and 1 felony, however none of the crimes involved violence or drugs.
- Four of the Muskegon Family Court Judges support the program and state: "The direct supervision coupled with the level of communication between the Family Court staff and the Youth Development staff has provided the structure necessary for these youngsters to be successful."
- The probation officers consistently indicate that the program is "by far their best diversionary program."

## **V. Attachments**

- A.** FY 2001-2002 Governor's Discretionary Grant Final Report Evaluations;  
Summer 2002 Governor's Discretionary Grant Final Report Evaluations
- B.** 2001 Youth Risk Behavior Survey Results Fact Sheet
- C.** The Michigan Substance Abuse Risk and Protective Factors 2000/2001 Student  
Survey: Public School Results
- D.** List of Training and Technical Assistance Activities: July, 2001- June, 2002
- E.** 2000-2001 Community Prevention Systems Assessment (COMPSA) Survey

## **Goal 1**

**To promote that the use of alcohol, tobacco, and other drug use (ATOD) is wrong and harmful and to increase knowledge and awareness of the dangers and effects of ATOD, and of violence prevention concepts. To this end, recipients of discretionary grant funds for direct service programs will be expected to provide a minimum level of educational programming.**

## **Goal 2**

**To continue to assess the need for ATOD drug prevention and education, and fund programs and implement strategies designed to reduce drug and violence among youth for comparison and trend analysis.**

## **GOAL 3**

**To continue coordinated planning activities with the State Education Agency and other state agencies to assure coordination of services.**

## **GOAL 4**

**To continue supporting programs that meet the seventh national education goal by preventing youth violence and strengthening programs that prevent the illegal use of alcohol, tobacco and drugs, involving parents in coordination with related federal, state, and community efforts and resources.**

## **GOAL 5**

**To continue supporting law enforcement partnerships and collaboration between schools and the law enforcement and juvenile justice community. This includes participation as a member of the state Drug Abuse Resistance Education (DARE) advisory board and other similar state-level boards, commissions or task forces whose goal is to reduce drug use, crime and violence by youth up to age 21.**

## **GOAL 6**

**To support community-wide comprehensive drug and violence prevention programming, and support community-based projects that will establish and communicate clear norms and policy regarding drug and violence-related behavior.**

## **GOAL 7**

**To evaluate or have established evaluation plans with results utilized to determine program direction and continuation through a solid system of accountability.**

## **GOAL 8**

**To update Michigan's Comprehensive application at least annually, revising goals and**

**project areas reflective of the state's current needs assessment.**